Effects of Age and Promotion in the Use of Psychological Resources of Promoted Employees

Janet M. Thorne-Chan

Western Michigan University

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EFFECTS OF AGE AND PROMOTION IN THE USE OF PSYCHOLOGICAL RESOURCES OF PROMOTED EMPLOYEES

by

Janet M. Thorne-Chan

A Dissertation
Submitted to the
Faculty of The Graduate College
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Advisor: Suzanne Hedstrom, Ed.D.

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Janet M. Thorne-Chan
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CHAPTER I

INTRODUCTION

Background of the Problem

A transition in an individual's life, whether positive or negative, expected or unexpected, has an impact. How one experiences a transition is both unique and personal. Schlossberg, Waters, and Goodman (1995) defined a transition as "any event or non-event that results in changed relationships, routines, assumptions, and roles" (p. 20). This definition is broad and encompasses a spectrum of transitions that can occur in a lifetime, including graduation, marriage, and changes to career. A non-event is the failure of an expectation to occur such as a pregnancy or a promotion. Transitions take place over a period of time, although the length may vary by the individual and his or her perception of the transitional process.

Schlossberg et al. (1995) presented a model of transition that uses the concepts of moving in, moving through, and moving out. They considered both the moving in and moving out phases as beginning points in the process. The first phase, moving in, involves the beginning of a new situation or role. As individuals familiarize themselves with a new system, they shift into the moving through process. This is often a period of conflict and struggle to adapt to the new situation. Brammer (1991) referred to this part of the process as "giving up the old and familiar for the new" (p. 5). When the individual
becomes comfortable, the situation is no longer new, and moving out occurs with the next transition looming on the horizon.

A common transitional event for many is a change in career. These changes can include negative events such as demotion, job loss, and downsizing. A positive event would be a promotion or the beginning of a new job. Combre (1993) viewed transition as a challenge and a potential threat for the individual, regardless of the perception of it as a negative or positive event. The transitional process she identified involves a period of adaptation similar to Schlossberg et al. (1995). Successful transition is dependent on various factors including mastery of new tasks, work environment, ability to form new relationships/alliances, and the perception of the transition itself by the individual.

Most of the literature on career transitions is focused on negative events such as downsizing, turnover, and stressors to the individual (Ebberwein, Krieshok, Ulven, & Prosser, 2004; Heppner, Fuller, & Multon, 1998; Layne, Hohenshil, & Singh, 2004; McKee-Ryan, Song, Wanberg, & Kinicki, 2005). Research on career transition has examined the effects of role changes on adjustments to career transitions (Ashforth & Saks, 1995; Jackson & Nicholson, 1992; Saks & Ashforth, 2000; Wheaton, 1996). However, the main focus has been on individuals entering the workforce or a new job rather than job promotion. One exception is a study by Combre (1993) on intra-organizational job promotion. Her study examined social support after promotion. She found promotion to be a stressful life event with support having a positive impact on the coping skills of employees.
Ashforth (2001) defined promotion as a “macro role transition” because it involved a voluntary movement between two roles. Individuals exit or withdraw personal investments from the former role and reinvest them into the new. Promotion requires identification with and learning of the new role that leads to acquisition of new knowledge, skills, and the formation of new relationships. Ashforth is in agreement with Schlossberg et al. (1995) that understanding the nature of the transition is key to examining the impact of role transitions on the individual.

Job promotion is typically viewed as a positive life event in a person’s career. The study of promotion in the literature covers a wide array of topics such as job satisfaction, performance, and discrimination. Complicating this exploration is the lack of consensus regarding a definition of promotion (Pergamit & Veum, 1999; Valsecchi, 2000), which can include an increase in wages, change in assigned tasks, or an upgrade in rank or classification. It can also be an incentive of job performance, a component of job satisfaction, or used as evidence of discrimination. What promotion means is partly dependent on the kind of workplace (government vs. private) and occupation held (Pergamit & Veum, 1999).

In a company or organization with an established hierarchy, a promotion is often an upgrade in rank without any change in tasks or supervision of others. Wage increases are usually involved but are also likely to be part of a system of classification or seniority. Pergamit and Veum (1999) found the majority of promotions in their sample of private sector workers did not involve a position change, and two thirds of those promoted did not compete with anyone. They referred to “passive forms” of promotion as those
involving position or classification upgrades and performance of the same duties. They are considered noncompetitive forms of promotion. Active promotions involve competition with another employee for a change of position or job duties.

Age is a factor in promotion. As the global workforce ages, the presence of employees of various ages in the same work environment will continue to increase (Avery, McKay, & Wilson, 2007). Adams (2002) found that younger workers pursued and tended to receive more promotions because of pay incentives, while older workers had higher wages overall due to many already being at the top of the pay scale. Discrimination against older workers is also a factor with studies showing a negative relationship between age and the perception of an older worker’s job mobility and trainability (Goldberg, Finkelstein, Perry, & Konrad, 2004). Similarly, Shore, Cleveland, and Goldberg (2003) found younger workers tended to receive better evaluations than older workers. Older workers have also been shown to have fewer psychological resources than younger employees, potentially making a career transition more difficult (Heppner, Multon, & Johnston 1994). According to Combre (1993), as employees age, there is a diminishing amount of social support in the workplace.

The research on the personal experiences of promoted employees has been limited. What has been done has focused on components of promotion such as job satisfaction, performance, and discrimination. One area that has been understudied is psychological resources. The present research will study promotion as a transitional event in the work life of selected employees in the cosmetology industry. Specifically, the psychological resources of hairdressers receiving a promotion will be measured.
The profession of cosmetology dates back centuries to the Egyptians. In the 19th century, hair salons came into being due to the technological advancements of hair coloring in 1883 and the development of the permanent wave in 1927. Schools of cosmetology opened in the 1890s to train hairstylists in the trade. Hairstylists are an established segment of our society as the interest in personal grooming has continued to increase. Hairstylists today offer a wide variety of services beyond simple haircuts. They also may offer manicures, pedicures, massage, and aromatherapy. The primary role of hairstylists is to enhance the appearance of their client (Encyclopedia of American Industries, 2006).

According to the National Accredidating Commission of Cosmetology Arts and Sciences (NACCAS), there were 312,000 beauty salons in the U.S. in 2007. This includes nail and skin care salons and barbershops. Chain salons represent 87% of this number and generate the most revenue (Green Book, 2007). The majority of the beauty salons that are not part of a chain are owned by females who also function as hairstylists. These establishments typically serve women exclusively, while chain salons employ more workers and offer services to men and children as well as women (Encyclopedia of American Industries, 2006). The national demand for hairstylists currently exceeds the supply. However, this is not currently the case in the state of Michigan. According to the Professional Beauty Association (PBA), most salons offer a combination of commission and salary. The average cost of services is dependent on the size of the salon and the number of workers employed. Larger salons of 13 or more workers command the highest prices.
Hairstylists are required by all states to be licensed. This involves completion of a training program and passing a state exam (Institute for Career Research, 2005). The *Occupational Outlook Handbook* (U.S. Department of Labor, 2006b) classifies a hairstylist under the broad category of barbers, cosmetologists, and other personal appearance workers. According to the handbook, the definition of a hairstylist is an individual who provides “beauty services, such as shampooing, cutting, coloring, and styling hair” (p. 1). In 2004, there were approximately 670,000 jobs held by hairdressers, hairstylists, and cosmetologists.

Research involving hairstylists is limited to studies on the relationship between customers and employees (Ben-Rechav, 2001; Bourdeau, 2006; Cohen, 2006; Harvey, 2004; Hill, 2001; Shamdasanie & Balakrishnan, 2000) and African-American culture (Jacobs-Huey, 2003; Lee & Majors, 2003; Majors, 2001, 2004). Very little research includes the personal experiences of hairstylists. The studies on customer and employee relationships are specific to how contact with the hairstylist influences customer loyalty and trust. Shamdasanie and Balakrishnan (2000) found that employee friendliness and knowledge of the customer had a relationship to the formation of trust. Similarly, Cohen (2006) looked at how work relations affected interactions with other workers and clients. Research on African-American hair salons focuses on how language and culture relate to one another. Harvey (2004) examined African-American female salon ownership and found a positive relationship between ownership and economic advancement.

Only one study in the literature addressed the personal experiences of hairstylists. Hill (2001) explored the impact of customer service relations on hair stylists. He found
employees could be positively or negatively impacted emotionally by their customers' evaluation of services. Additionally, hairstylists were affected by their co-workers' emotions in the same way. Cooperation and friendliness increased feelings of solidarity. However, the results also indicated the more time employees spent working on relationships with their customers, the less likely they were to engage in solidarity with their co-workers. Hill noted a limited amount of research on service workers in general.

The form of promotion used in this study is primarily passive, meaning that promotions are noncompetitive. Promotions in this study also involve an upgrade in position, a wage increase, and some change in duties. The present research will extend the body of literature on promotion by examining newly promoted employees from several hair salons in the Midwest.

Statement of the Problem

Job promotion has been associated with several constructs in the literature such as job satisfaction or as a component of a reward system for improving aspects of the work environment. The studies on job satisfaction are numerous and include a variety of dimensions such as work environment, compensation, relationships with supervisor and co-workers, and opportunities for advancement (Inman, 2001). Job promotion is viewed as a single element among many elements in studies that mention it at all (DeSouza, 2002; Howard, Donofrio, & Boles, 2004; Inman, 2001; Johnson, Griffeth, & Griffin, 2000; Kass, Vodanovich, & Callender, 2001; Mwamwenda, 2000; Quarles, 1994; Sopo, 2001; Witt & Nye, 1992). Seldom has job promotion been the exclusive focus of study,
particularly from the viewpoint of individuals who have been promoted (Kramer & Noland, 1999; Pergamit & Veum, 1999).

What is known about the personal experiences of promoted employees is that individuals go through a transitional process involving the use of psychological resources. That process is an interaction between coping responses, the environment, and the context of the transition (Brammer, 1991; Goodman, Schlossberg, & Anderson, 2006; Schlossberg, 1984; Schlossberg et al., 1995). Additionally, changes in work role, effect on performance, and prior work experiences impact the individual (Ashforth, 2001; Ashforth & Saks, 1995; Jackson & Nicholson, 1992; Wheaton, 1996). Specific factors or themes that have emerged from literature about job promotion from newly promoted employees indicate a need for more training, a lack of knowledge about the new role, and difficulty in the formation of new relationships with former co-workers and supervisors (Burke & McKeen, 1994; Saks & Ashforth, 2000). Potential obstacles that have been encountered by newly promoted individuals include hazing/testing by subordinates and supervisors as well as barriers in introducing change and innovations to the new job role (Kramer & Noland, 1999).

Little of the literature on promoted employees discusses the transitional process of newly promoted workers (Heppner, 1998; Heppner et al., 1994). The purpose of the present study is an attempt to fill a sizeable gap in the research on promotion. Additional knowledge is needed about how promoted employees utilize psychological resources during a career transition.
Significance of the Study

This study will increase the body of knowledge about the psychological experiences of employees who are promoted. Transitional theory (Ashforth, 2001; Goodman et al., 2006; Schlossberg, 1984; Schlossberg et al., 1995) will be used as a framework to explore the nature of the impact of job promotion as a transitional event for individuals. Age is an important factor to examine as prior literature on promotion indicates older workers tend to be promoted less frequently than younger ones (Adams, 2002; Goldberg et al., 2004; Siegel, 1993). Older workers report having fewer psychological resources compared to their younger counterparts (Combre, 1993; Heppner et al., 1994). Additionally, the literature indicates prior employment experiences affect how an employee makes a transition to a new role (Ashforth & Saks, 1995). The number of promotions an individual receives is of interest as it has been shown to have an influence on satisfaction with promotion. The literature is not clear on whether it is a positive or negative influence (Armstrong-Strassen, 2003; DeSouza, 2002). The present research will assess the use of psychological resources by newly promoted hairstylists and determine if age at promotion and the number of promotions relate to use of psychological resources.

Both employees and managers can benefit from the additional knowledge gleaned from this study by understanding more about how workers use psychological resources after receiving a promotion. This has the potential to improve the workplace by providing managers with feedback about how job promotion impacts their staff so they can better prepare them for a promotion. A better understanding of the dynamics of the work
environment can assist career counselors in helping individuals with career transitions. Anything that can be done to enhance the work life of employees would be very beneficial. Additionally, this study will add to the body of knowledge on life transition and inform the practice of career counseling.

Purpose of the Study

The purpose of this study is to examine how newly promoted employees use their psychological resources for coping with this transition. Specifically, the study will identify whether age at promotion and the number of promotions received are factors in the way hairstylists transition to the next level of their job. Both age and promotion have been found to have an influence on psychological resources in other career fields, particularly in younger workers (Armstrong-Strassen, 2003; Ashforth & Saks, 1995; DeSouza, 2002; Heppner, 1998; Heppner et al., 1994). Figure 1 depicts the variables that will be studied and how they relate to the transitional process. For the purposes of this study, promotion will refer to situations involving a change in task, position, and an increase in wages. Additionally, employees, workers, stylists, and hairstylists will all be used interchangeably.

Research Questions

This research will provide answers to the following questions:

1. What psychological resources (Readiness, Confidence, Personal Control, Support, and Independence) are used by newly promoted employees?
Figure 1. Relationship of the Variables to the Transitional Process.
2. What relationship, if any, exists between age at promotion and the use of psychological resources?

3. What relationship, if any, exists between the number of promotions and the use of psychological resources?

4. Does age predict the use of psychological resources?

5. Does the number of promotions predict how employees use their psychological resources?

Definition of Terms

*Career Transition.* This term refers to a transition in the workplace.

*Confidence.* This term refers to an individual's perception of his or her ability to perform (Heppner et al., 1994).

*Independence.* This term refers to the ability of an individual to make a decision to change careers based on personal needs versus on the needs of others (Heppner et al., 1994).

*Newly Promoted Employees.* This term refers to staff who receive a promotion within 6 months that involves a change in job tasks, position, and an increase in wages. It encompasses both first time promoted employees and previously promoted individuals.

*Personal Control.* This term refers to whether an individual perceives the transition as being under his or her control or subject to environmental factors (Heppner et al., 1994).
**Promotion.** This term is defined as an event in the work life of an individual that involves a change in role, task, and an advancement of one or more job positions with a change in pay. This change may be viewed both positively and negatively by the individual. In this study, promotion is also referred to as a transitional event.

**Psychological Resources.** This term refers to the five scales of the Career Transitions Inventory: Readiness, Confidence, Personal Control, Support, and Independence (Heppner et al., 1994).

**Readiness.** This term refers to how willing or motivated a person is to do what is required to achieve his or her career goals (Heppner et al., 1994).

**Role Transition.** This term refers to the psychological and/or physical movement in job, occupation, or position (Ashforth, 2001).

**Support.** This term refers to the perception of assistance received by others (Heppner et al., 1994).

**Transition.** This term refers to any event or non-event that results in changed relationships, routines, assumptions, and/or roles within the settings of self, work, family, health, and/or economics (Goodman et al., 2006; Schlossberg et al., 1995).

**Transitional Event.** This term refers to any significant event occurring in an individual’s life. For the purpose of this study, this term refers to promotion exclusively.
CHAPTER II

REVIEW OF RELATED LITERATURE

The following review focuses on transitions in an individual's life, and specifically at transitions in career and work. An overview of job promotion is provided. This chapter is organized into two sections. The first section discusses the concept of transition as it relates to life experiences and job roles. The second section discusses the topic of job promotion in the areas of job satisfaction, performance, and discrimination.

Transition

The concept of transition encompasses life events such as marriage or divorce that are defined by the individual (Brammer, 1991; Goodman et al., 2006; Schlossberg, 1984; Schlossberg et al., 1995; Wheaton, 1996), as well as role changes (Ashforth, 2001; Ashforth & Saks, 1995; Jackson & Nicholson, 1992; Saks & Ashforth, 2000). In the context of this study, job promotion is viewed as a life event involving a series of changes in career, job role, job classification, and potential monetary gain. The concept of role transition (Ashforth, 2001) is also important to the discussion of transition and will be included within this review.

Life Transition

Brammer (1991) defines life transitions as ordinary, short-term events. Examples include birth, death, marriage, divorce, illness, relocation, graduation, unemployment, job
shifts, and promotion. He views life transitions as "a process of giving up the old and familiar for the new and untried" (p. 5). He also presents two ways of conceptualizing transitions, from an interactionist and stage-process perspective. Interactionism looks at transition as an interaction between individual characteristics, the environment, and the perception of the transition by the individual. In contrast, the stage-process perspective views transition as a series of stages through which individuals process in an orderly and predictable fashion. Each individual processes through the stages in a unique way. However, that process is identifiable. Brammer focuses on the latter perspective.

Schlossberg's (1984) theory of transition focuses on adult's response to transition. This theory encompasses both an interactionist viewpoint and a stage process perspective. Her later work (Schlossberg et al., 1995) connected this theory to a model for counseling adults (Evans, Forney, & Guido-Debrito, 1998). The most recent update to the theory discusses a variation of the interactionism referred to as the constructivist or postmodern perspective. Individuals build or construct their own reality versus attempting to understand an established one. Therefore, in order to understand a person's experience, one must also understand the multiple social and environmental factors that construct that experience (Goodman et al., 2006).

Transition is defined as "any event or non-event that results in changed relationships, routines, assumptions and roles" (Schlossberg et al., 1995, p. 27). This theory is presented in a three-part model: approaching transition, taking stock, and taking charge. The first part, approaching transition, is used to ascertain what kind of transitional event is occurring and where the individual is in the process. Taking stock includes identifying the resources an individual has for managing the transition. Taking charge
involves an improvement of the person’s resources for coping with the transitional event. The model also includes identification of three arenas: type of transition, context, and the impact on the individual. In other words, was the transition expected? Promotion is considered an anticipated (type) event because it is viewed as a predictable occurrence in the life of an individual versus an unanticipated event such as a terminal illness. Where is the transition taking place? The setting (context) in which promotion occurs is the workplace. Finally, what is the impact on the life of the individual? This area in particular requires further examination because, according to Schlossberg, it also has an impact on relationships, assumptions about self, and roles.

Career Transition

In the context of career transition, the focus has been on the coping skills of an individual dealing with negative life events such as unemployment, involuntary job loss, and occupational stress (Ebberwein et al., 2004; Layne et al., 2004; McKee-Ryan et al., 2005). Heppner et al. (1998) examined the relationship between psychological resources and personality traits. They sampled 371 involuntarily laid-off workers and administered the Career Transition Inventory (CTI) (Heppner, 1991) along with a personality inventory known as the NEO-Five Factor Inventory (FFI) (Costa & McCrae, 1989). The authors were interested in finding out if career transition was always a cause of personal distress or if certain personality traits explained the way individuals used their resources. The results of the study indicated specific traits such as neuroticism and openness to experience significantly influenced the way an individual coped with a career transition.
Coping is a concept that is not well understood due to the many factors involved in the process that includes environmental and personal characteristics. Individuals approach career transitions from their own personal frame of reference (Folkman & Moskowitz, 2004; Goodman et al., 2006). According to Heppner (1998), adults have a range of psychological responses, both internal and external, that could facilitate or hinder their career transition. These responses are unique to the individual and take into account the context of the transition and the perception of the individual.

Another study by Combre (1993) on intra-organizational job promotion also looked at coping skills. She examined 172 promoted corporate employees to see if social support after promotion increased well-being, job satisfaction, and proficiency. The results indicated that women received more support than men and older employees received less support than younger workers. Factors that predicted well-being included degree of job and life stress, prior well-being, and satisfaction with support network. Job satisfaction was influenced by job stress, satisfaction with support, and occupational status. The best predictor of a sense of proficiency was past well-being, job stress, and supervisory support. Combre concluded that promotions were stressful life events but support could positively influence an employee’s coping skills.

**Work Role**

Wheaton (1996) blended the concept of life transitions with roles in a study on nine life events, including promotion. He wanted to see if prior role history or past life experience impacted adjustment. The example used in the study was “being fired.” Wheaton argued that the meaning of being fired from a job that the person disliked versus
one that was interesting or provided opportunities for advancement would be different in terms of meaning. Although Wheaton did not find job promotion produced any impact on mental health, he did find that prior role stress reduced the impact of the transition for the individual.

Jackson and Nicholson (1992) examined the effect of work role change on individuals and their performance. They were interested in the changes in job skills and knowledge when individuals began a new job. They used scenarios to compare two groups of police officers. The first group was labeled as novices who were new to their work role as a police officer. The second group was experienced officers with at least 4 years of experience. Clear differences were found between the two groups. The experienced group displayed more uniformity in their choice of solutions to the scenarios while the novice group had a wide range of responses. According to the authors, this indicated that despite extensive preparation prior to promotion, novice officers still lacked the needed skills and knowledge to perform in a manner similar to the experienced officers. The researchers concluded that potential performance problems could be alleviated with further specialized training.

Another study examining work roles was conducted by Ashforth and Saks (1995). They wanted to know if entry into a new role followed the tenets of the Nicholson (1984) model. According to the model, work-role transitions involve two independent processes: (a) personal development (adapting oneself to fit the role), and (b) role development (adapting the role to fit the self). The theory also maintains that prior occupational experience affected adjustment to the new role (similar to Wheaton’s findings). The results of the study indicated mixed support for Nicholson’s model. Instead, Ashford and
Saks found that it was more likely that personal development and role development were not independent processes but a synthesis of both. The researchers suggested a revision to Nicholson's model that would include more of an interactive perspective.

In a follow-up study, Saks and Ashforth (2000) took a more interactionist stance and examined work adjustment factors in newcomers utilizing behavior plasticity theory. This theory referred to the manner in which an individual was impacted by external factors. Although they found little support for the theory, the researchers did find situational factors such as entry stressors (e.g., changes in role, unmet expectations) affected work adjustment.

Role Transition

The concept of work roles and role transition was developed further by Ashforth (2001). He defined role transitions as “psychological and if relevant physical movement between jobs, occupations, committee appointments, and other positions” (p. 4). He views promotion as a macro role transition because the individual is moving between roles in a sequential fashion, withdrawing social investments from one role and placing them into another. The concepts of role exit and role entry are used to describe this process. Ashforth believes that an individual’s psychological exit from a prior role continues even after physical entry into the new role. He compares it to the grief process where the individual grieves over the loss of former co-workers and then is able to let go of values and norms of the previous role to achieve closure. Ashforth concurs with Schlossberg (1984) that to understand how role transitions affect the individual, it is necessary to understand the nature of the transition. He views the transitional process as
an ongoing cycle of phases. Using Nicholson's model (1984), those phases include preparation, encounter, adjustment, and stabilization. An individual may recycle through them and they can overlap during the transitional process.

In summary, transition has a variety of meanings in the literature specific to job promotion. Life transitions are events that occur during an individual's life, and job promotion is considered one of those events. Transition is also viewed from an interactive or stage perspective. Interactionists view transition as an interaction between the characteristics of the individual and the environment. Stage-process perspective has the person entering into various stages or transitioning through different phases as the event is processed. Changes in work role involve acquisition of knowledge and skills related to performance. Last, role transitions can be seen as physical and psychological movements involving role exit and entry that assist the individual in the transitional process. The concept of transition and related concepts provide the theoretical framework for the present study.

Job Promotion

The term job promotion is closely associated with several concepts in the literature. Unfortunately, there is no consensus on an established definition of job promotion in the literature. Pergamit and Veum (1999) did a study on the nature of job promotion. They used data from the National Longitudinal Survey of Youth (NLSY) involving a sample of 3,355 males and females, ages 25 to 33, who were interviewed in 1990. The authors found that most promotions reported by these individuals did not involve a change in either position or duties. Those promotions were referred to as
"passive" promotion. Additionally, most promotions were described as "noncompetitive," meaning the promoted person was the only one considered for the position. Competitive promotions, involving a third of the sample, resulted in larger wage increases over time. Around 89% of the total sample received a wage increase upon promotion.

Pergamit and Veum (1999) also found that regardless of the type of promotion (competitive vs. noncompetitive), promoted individuals were more likely to receive training and another future promotion. They speculated that passive promotions were a strategy companies used to keep the productivity of its workers secret while enhancing job satisfaction to reduce turnover. In the literature on job promotions, the most frequently discussed factors are job satisfaction, job performance, and issues of discrimination.

**Job Satisfaction**

Job satisfaction has generated a large volume of studies. Various elements of job satisfaction identified in the literature include satisfaction with work, pay, supervision, co-workers, and opportunities for advancement (Inman, 2001). This list is by no means inclusive of all the facets of job satisfaction. The literature has viewed it as a multidimensional concept of employee attitudes and perceptions of their working environment (Inman, 2001). An element of job satisfaction often included in the research on job satisfaction is job promotion (DeSouza, 2002; Howard et al., 2004; Inman, 2001; Johnson et al., 2000; Kass et al., 2001; Mwamwenda, 2000; Quarles, 1994; Sopo, 2001; Witt & Nye, 1992). However, it is important to distinguish how promotion is presented in
the literature on job satisfaction. In the majority of studies, promotion refers to satisfaction or dissatisfaction with promotional opportunities.

Quarles (1994) examined the effects of promotional opportunities and fairness of the evaluation criteria on turnover intentions, job satisfaction, and organizational commitment. His sample included 126 members from the Chapter of the Institute of Internal Auditors who were divided into two groups: supervisors and staff level auditors. The results of the study indicated that satisfaction with promotional opportunities was significant for both groups. For supervisors, promotional opportunities also had an indirect effect on organizational commitment, job satisfaction, and turnover. For staff level auditors, satisfaction with the evaluation criteria had an impact on turnover intentions. Johnson et al. (2000) also studied satisfaction with promotional opportunities. They examined the antecedents of sales force turnover to discriminate between high and low performers who stayed or left the organization. They surveyed 216 sales people and found that high performers who left were least satisfied with the promotional opportunities.

Satisfaction with promotion was also examined by DeSouza (2002), who sampled 183 managers employed across the United States. She found a significant relationship in promotion satisfaction related to the number of promotions received. Additionally, expectations for future promotions were significantly related to the number of prior promotions. Similar findings were discovered in a study done by Armstrong-Strassen (2003) when she looked at the differences in transferred employees who were promoted versus laterally transferred or not transferred.
Job Performance

Job performance is another concept related to job promotion. The most popular method of assessing job performance is the use of a supervisor’s ratings on task performance (Greller, 1992; Siegel, 1993; Torkelson, 1998; Trevor, Gerhart, & Boudreau, 1997; Van Scotter, Cross, & Motowidlo, 2000). Job promotion is a component of a reward system based on performance. For example, employees who are perceived by their supervisors as high performers have an expectation of reward for their efforts. Promotion is a form of reward. In the literature on performance and promotion, many of the studies inquired about promotional opportunity versus measurements of actual promotions (Greller, 1992; Siegel, 1993). One of the few studies using actual numbers of promotion as a measure of performance was conducted by Truxillo, Bennett, and Collins (1998). They measured the relationship between college education and work performance for police officers. One of the job performance measures included promotion. They found a statistically significant positive correlation between education and job promotion.

Related to job promotion and performance are the perceptions of individuals about the reasons for promotion. Beehr, Nair, Gudanowski, and Such (2004) conducted a study of 130 employed adults. They found that promotions based on performance were perceived as fair versus those based on other factors that were viewed as unjust. Finally, while performance studies included promotion as a variable, there was an acknowledgment in the research for a need to study promotion independent of other constructs (Trevor et al., 1997).
Job promotion is also related to issues of discrimination. The majority of the studies concerned the impact of gender, age, and race on promotion (Adams, 2002; Baldi & McBrier, 1997; Cohen, Broschak, & Haveman, 1998; Goldberg et al., 2004; Kramer & Lambert, 2001; McDowell, Singell, & Ziliak, 2001; Wilson, Sakura-Lemessy, & West, 1999). An interesting distinction is noted between studies of gender and promotion versus studies in race and promotion. Gender bias studies examined the number of actual promotions of males and females in the workplace. An example of these studies is Kramer and Lambert’s (2001) survey of a large, random sample of 898 workers that compared the span of time from date of hire to promotion. They found significant bias towards the promotion of more males in the workplace. Women were promoted at a 10% lower rate than males. Pergamit and Veum (1999) had similar results in earlier research on the topic of gender and job promotion. Goldberg et al. (2004) surveyed the effects of age and gender on career progress outcomes in MBA alumni. They found younger workers consistently received more promotions than older workers, but no differences were found based on gender in the number of promotions received.

Studies on age and promotion predominantly show discrimination towards older workers (Adams, 2002; Goldberg et al., 2004; Riordan & Shore, 1997; Shore et al., 2003). In examining data from the Health and Retirement Study (HRS) that included 2,206 individuals in their 50s, Adams (2002) found that these older workers had less growth in wages and were less likely to be promoted and more likely to retire early. Goldberg et al. (2004) found similar results when they sampled 232 MBA alumni from a
public university in the U.S. about their career progress outcomes. Although younger
workers earned lower salaries, older workers who earned more were promoted less than
their younger counterparts.

In studies of race and promotion, the focus was on the perceived opportunity for
attainment of promotion (Pogrebin, Dodge, & Chatman, 2000; Wilson et al., 1999).
Racial bias was examined in a study of 804 African-American males and 2,101 Caucasian
males who had attained administrative positions within private and public sector
companies (Wilson et al., 1999). The particularistic mobility theory was used to test for
any biases in promotional practices. This theory maintains that employment decisions are
based on a range of personal characteristics such as perceived loyalty and leadership
potential. Caucasians were assumed to have more opportunity to demonstrate these
qualities, while African-Americans had to rely on more formal routes to promotion such
as education and tenure. Wilson et al. used occupational categories, descriptive statistics,
and workplace characteristics as measurements. The results of this study supported the
theory and indicated that African-American males had a more limited avenue of
attainment to promotion than Caucasian males. Pergamit and Veum (1999) had similar
results. They found Caucasians were more likely to be promoted than either African-
American or Hispanics.

One area that has not been reported in the literature on job promotion is the
perceptions of employees who have been promoted. An exception is a study by Kramer
and Noland (1999). They examined how individuals communicated during the promotion
process. Specifically, the researchers wanted to know the manner in which individuals
negotiated their new role and the communication that occurred during the process of
assimilation to the promotion. Using qualitative methods, the researchers interviewed 20 employees from 10 different restaurants who had been promoted within the previous 6 months. Results of the study suggested that promoted employees go through a transitional process involving specific stages similar to that of new employees. They also found six general themes that employees described during this transitional period: (a) training needs, (b) information inadequacy, (c) power through testing and/or hazing, (d) supervisor-subordinate relationships, (e) social roles, and (f) creating change within the new position. These results suggested that studying job promotions of individuals within organizations provided more information about changes in roles than previous studies of newly hired individuals to an organization.

In summary, the literature associates job promotion with the constructs of job satisfaction, performance, and discrimination. Promotion is considered to be an element of job satisfaction rather than an actual event in contrast to the literature on transition. Studies on job satisfaction tend to consider the worker's satisfaction with promotional opportunities and not the actual attainment of promotion. Studies of job performance view promotion as a component of the reward system. Performance is often measured using a supervisor's ratings of task performance and comparing it to data on actual promotions. The literature on discrimination incorporates promotion in yet another manner. Studies dealing with gender bias and age reported the numbers of promotions while studies on racial bias focus almost exclusively on the avenues of attainment of job promotion. There is a small amount of research on the experiences of promoted employees of which transition is briefly mentioned. What is largely missing from the
literature on job promotion is an exclusive focus on promotion as a transitional event and the perceptions of employees who experience that event.

Summary

Job promotion is viewed as a transitional event. An examination of the selected literature revealed a wide variety of concepts related to transition and job promotion. Concepts such as life transition, career transition, work role, and role transition are used to establish the theoretical framework for this study. Within the body of research on job promotion, significant gaps have emerged. Although job promotion is most often included in studies of job satisfaction, performance, and discrimination, it is viewed as a component of the topic of study versus a unique event. Most of the studies that include job promotion measure related constructs such as promotional opportunities or avenues of promotion rather than collecting data on actual promotions. The experience of promotion from an individual perspective is largely ignored in the literature.
CHAPTER III

METHODOLOGY

The present research examined job promotion as a transitional event for a select sample of promoted employees. Information concerning the demographics of the participants is reported. Two variables, age and the number of promotions, were compared to five psychological resources using an established instrument. This chapter will identify the characteristics of eligible participants and the manner in which they were invited to participate. The instrument utilized to define and measure psychological resources will be described, as will the method for analyzing the data collected from the instrument. The chapter will conclude with the hypotheses being tested and the limitations of the study.

Participants

This study was conducted with 32 hairstylists working in 14 salons in southwestern Michigan. The number of hairstylists at each salon varied from 5 to 30 depending on the capacity. To achieve a promotion, a hairstylist must demonstrate an improvement in several areas. They include the development of technical competencies, increases in service revenue, amount of products sold, and scheduling and retention of clients. Some of the salons also required a specific amount of time in a level in addition to the above criteria. The number of levels varied by salon but ranged from three to seven.
A level is equivalent to a step increase in a salaried position. However, in this setting, it involves recognition of an increase in skills and knowledge as well as compensation.

The total pool of potential participants was expected to be around 100 hairstylists based on the number of salons that were solicited. There was variability in the number of stylists employed in each salon due to space restrictions and employment fluctuations. Only hairstylists employed at solicited salons that use a level system of promotion and who received a promotion within a specified time period were included as potential participants.

The date of promotion was the date when the employee was eligible for participation in this study. In order to be eligible to participate, employees worked in their new position for one day but no longer than 6 months from the date of promotion. Participation in this study had to be completed by the end of the 6th month after promotion. This timeframe was selected based on transitional theory, which describes promotion as a transitional event involving individuals passing through various stages and/or interacting with their environment (Ashforth, 2001; Ashforth & Saks, 1995; Goodman et al., 2006; Schlossberg, 1984; Schlossberg et al., 1995). It takes time for an individual to learn a new job role and process through the transition. Burke and McKeen (1994) described a series of phases in the transitional process for new managers. The first phase called Taking Hold typically lasts 3 to 6 months and is a time of intense learning and action. This phase encompasses the main core of the transitional process. Therefore, the timeframe of this study provided a reasonable range to examine the psychological factors occurring during the period following promotion.
Recommendations in the literature suggest 15 participants per predictor (Stevens, 2002). A minimum of 30 individuals were needed for the study as two predictors (age, number of promotions) were included. Due to the limited number of individuals available for promotion, all hairstylists promoted during the study were offered the opportunity to participate. This provided the best chance for obtaining the minimum number of participants needed for the study.

Procedure

Initial contact to invite participation in the study was made in person or by phone to the owners or managers of the salons. Once a written agreement to participate was made and approved by the Human Subjects Institutional Review Board (HSIRB) of Western Michigan University (Appendix A), the managers of those salons identified employees who met the criteria for participation. They assisted the researcher in scheduling a time outside of working hours to meet with the prospective participant at a location of their choice. All prospective participants chose to meet with the researcher in between scheduled appointments with their clients. At that time, all prospective participants were given a written invitation to provide information about the study (Appendix B). If they were interested in participating, they were then given a copy of the consent form to review (Appendix C). Any questions or concerns about participating in the study were answered prior to the participant receiving the packet of materials. An incentive in the form of a gift card to a local retail establishment of $5 was offered for participation. Completion of the instrument (Appendix D) and demographics form
(Appendix E) took place outside of non-work hours at a location determined by the participant. The researcher was not present during completion of the instrument. This was done to preserve confidentiality and provide a more comfortable setting for research participants.

The participants of the study completed the Career Transitions Inventory (Heppner, 1991). The administration of the instrument was estimated to be approximately 10 minutes (Heppner, 1998). Participants were asked to provide some demographic information: age, gender, race, educational level, job level, number of years with the company, and date of last promotion. Therefore, total completion time for participation was estimated at 20 minutes.

The completed instrument and the demographics form were collected from all participants personally by the researcher or sent to the researcher by U.S. mail. To ensure confidentiality, names and other identifying information of the participants were disguised by the use of an assigned identification number on all testing materials and demographics. The researcher maintained a master list of all participants that will not be shared with anyone. This information will be destroyed at the conclusion of the study.

Data Collection

An initial goal of a minimum of 30 participants was set based on the number of predictors in the study; two predictors, age and promotion were included. A total of 51 hairstylists volunteered to participate. There were 34 completed questionnaires returned to the researcher. Two of the questionnaires indicated that the timeframe of 6 months
from the date of promotion was exceeded, so these participants were removed from the study. This left 32 participants who were included in the study. This number constituted a 63% response rate of the 51 who agreed to participate in the study. Questionnaires were examined for incomplete information. There were four questionnaires with one omitted response. Each omission was related to a different question and the omissions may have been due to difficulties with the answer sheet. Therefore, it was decided to include those questionnaires. A total of 14 salons were included in the study. Of the 14 salons, 4 were privately owned. The other 10 salons were part of two corporations with multiple locations. The participants of the corporately owned salons accounted for 70% of the total sample. All of the participating salons were from the same geographic area in southwest Michigan.

Sample Description

Thirty-two respondents participated in the study. All of the participants were female, and 29 of the 32 were Caucasian (90.6%). Two (6.2%) of the participants were Hispanic, and one (3.1%) was Asian. Only one individual had a bachelor's degree (3.1%). Fifteen (46.9%) of the participants had a high school education, and 16 of the participants (50%) had some college credits but less than a degree. A majority of the participants, 14 (43.8%), were promoted to level 2. This indicated a first promotion. Nine (28.1%) of the participants identified their current job level as level 3 and had one prior promotion; 4 (12.5%) of the participants were at level 4 with two prior promotions; 3 (9.4%) of the participants indicated they were at level 5 and three prior promotions, and 2 (6.2%) of the
participants identified their current job level as level 6 and four prior promotions. None of the participants in this study were promoted to level 7. Almost half of the participants (43.8%) received a promotion within 1 month of participating in the study. Three participants (9.4%) were in their promotion from 1 to 2 months, while none of the participants received a promotion within 2 to 3 months. There were 6 participants (18.8%) who had been in their new position 3 to 4 months, 4 (12.5%) received a promotion within 4 to 5 months, and 5 (15.6%) were promoted in the last 5 to 6 months. Frequency and percent on the demographic variables is presented in Table 1.

The minimum age of the participants in the study was 19 and the maximum age of the participants in the study was 51 (M = 26.56, SD = 7.75). The minimum age at the time of promotion was 19 and the maximum age was 51 (M = 26.38, SD = 7.61). The minimum number of years with the company was 0.9 and the maximum number of years with the company was 15 (M = 4.27, SD = 3.36). The minimum number of levels was three and the maximum number of levels was seven (M = 5.27, SD = 1.75). This refers to the number of levels available for advancement. Means and standard deviations on demographic questions are presented in Table 2.

Instrumentation

The Career Transitions Inventory

The Career Transitions Inventory (CTI) (Appendix D) is a 40-item instrument that can be administered individually or in a group. It contains a 6-point Likert scale of responses for each item. According to the author, the reading level of the instrument is 9th
Table 1

*Frequency and Percent of Demographic Questions*

<table>
<thead>
<tr>
<th>Demographic</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ethnicity</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Caucasian</td>
<td>29</td>
<td>90.6</td>
</tr>
<tr>
<td>Hispanic</td>
<td>2</td>
<td>6.2</td>
</tr>
<tr>
<td>Asian</td>
<td>1</td>
<td>3.1</td>
</tr>
<tr>
<td><strong>Education</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High School</td>
<td>15</td>
<td>46.9</td>
</tr>
<tr>
<td>College Credits Less Than a Degree</td>
<td>16</td>
<td>50.0</td>
</tr>
<tr>
<td>Bachelor’s Degree</td>
<td>1</td>
<td>3.1</td>
</tr>
<tr>
<td><strong>New Job Level</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 2</td>
<td>14</td>
<td>43.8</td>
</tr>
<tr>
<td>Level 3</td>
<td>9</td>
<td>28.1</td>
</tr>
<tr>
<td>Level 4</td>
<td>4</td>
<td>12.5</td>
</tr>
<tr>
<td>Level 5</td>
<td>3</td>
<td>9.4</td>
</tr>
<tr>
<td>Level 6</td>
<td>2</td>
<td>6.2</td>
</tr>
<tr>
<td>Level 7</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>Promotion Date</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0–1 Month</td>
<td>14</td>
<td>43.8</td>
</tr>
<tr>
<td>1–2 Months</td>
<td>3</td>
<td>9.4</td>
</tr>
<tr>
<td>2–3 Months</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>3–4 Months</td>
<td>6</td>
<td>18.8</td>
</tr>
<tr>
<td>4–5 Months</td>
<td>4</td>
<td>12.5</td>
</tr>
<tr>
<td>5–6 Months</td>
<td>5</td>
<td>15.6</td>
</tr>
</tbody>
</table>
Table 2

Means and Standard Deviations of Demographic Questions

<table>
<thead>
<tr>
<th>Demographic</th>
<th>n</th>
<th>Min.</th>
<th>Max.</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age in Years</td>
<td>32</td>
<td>19</td>
<td>51</td>
<td>26.72</td>
<td>7.70</td>
</tr>
<tr>
<td>Age at Promotion</td>
<td>32</td>
<td>19</td>
<td>51</td>
<td>26.53</td>
<td>7.57</td>
</tr>
<tr>
<td>Years with Company</td>
<td>32</td>
<td>0.9</td>
<td>15</td>
<td>4.34</td>
<td>3.39</td>
</tr>
<tr>
<td>Levels of Advancement</td>
<td>32</td>
<td>3</td>
<td>7</td>
<td>5.34</td>
<td>1.73</td>
</tr>
</tbody>
</table>

grade (M. J. Heppner, personal communication, May 2, 2006). The CTI was created by Heppner (1991) to measure the psychological resources of individuals in a career transition. The author used the transitional theory of Schlossberg (1984) to focus on the individual’s perceptions of transitional events.

Instrument development. Heppner et al. (1994) developed the CTI to assess psychological resources during career transition. The authors define career transition as relating to three kinds of career changes or situations. The first is task change. This refers to a shift from one set of tasks to another set within the same job and location. Position change is the second type of career change. It references a shift in jobs with the same employer or to a different employer or location but with only a slight shift in job duties. Last, occupation change is a transition from one set of duties to a different set, which may include a new work setting.

Scales. The CTI measures psychological resources using five scales based on the constructs listed below:
1. Readiness – This scale indicates how willing or motivated the person is to do what is required to achieve his or her career goals.

2. Confidence – This scale measures the individual’s perception of his or her ability to perform.

3. Control – This scale measures whether the individual perceives the transition as being under his or her control or subject to environmental factors.

4. Support – This scale measures the perception of assistance received by others.

5. Independence – This scale examines the decision to make a career change and whether it is based on the individual or based on the needs of others.

A guide to the CTI was developed for use in a career counseling situation to discuss barriers to a successful career transition. It provides descriptions of the scores for each scale. Each scale is divided into categories of low, medium, and high. The higher the score, the more psychological resources are reported. The lower scores indicate perceived barriers during the transition.

*Psychometrics.* The original version of the CTI had 72 items based on six theoretical constructs: (a) self-efficacy, (b) self-vs.-relational focus, (c) motivation, (d) rational belief, (e) risk taking, and (f) control. The CTI underwent an initial pilot review using a small group of adults in career transition to clarify the wording of the items and constructs of the instrument. Following the pilot review, four experts were asked to assign each item to a construct. Rewording of the items took place until 100% agreement was reached (Heppner et al., 1994).
To establish construct validity, a sample of 300 adults in transition completed the CTI. Heppner et al. (1994) conducted a principal components analysis. Test items that failed to load at .40 or greater resulted in a reduction to the 40 items and five constructs (Readiness, Confidence, Control, Support, and Independence) in the final version of the instrument. The five-factor solution accounted for 44.5% of the variance (Heppner, 1998; Heppner et al., 1994).

A test–retest study for reliability was conducted on a second sample of 43 graduate students over a 3-week interval showing stability over time. Cronbach’s Coefficient Alpha scores for the factors ranged from .55 to .83 with a total score of .84 (Heppner et al., 1994). The construct validity of the CTI was further demonstrated using a third sample of 104 adults in career transition. They were given the CTI and two other instruments. The scores were comparable to the first sample (Heppner et al., 1994).

In a follow-up study on the CTI, Heppner (1998) noted the addition of two new samples leading to enhancements of construct validity. The first included a sample of 371 involuntarily laid-off workers administered the CTI and the NEO/FFI (Neuroticism, Extroversion, Openness Five Factor Inventory) (Costa & McCrae, 1989). It was assumed the personality traits of the NEO/FFI would predict career barriers as measure by the CTI. The results indicated Openness and Neuroticism predicted four of the five variables (Readiness, Confidence, Personal Control, Support, and Independence) of the CTI. Independence was not significant (Heppner et al., 1998). The second sample was another test–retest study of 151 adults in various stages of career transition during the course of career counseling (Heppner, Lee, Heppner, McKinnon, Multon, & Gysbers, 2004). Those
results showed a stability score of .89 over a 4-week period of time, which was an improvement over the prior test–retest study by Heppner et al. (1994).

Reliability studies were conducted and the Cronbach’s Coefficient Alpha was calculated resulting in a total score of .85 with the individual factors ranging from .66 to .87 (Heppner, 1998). The control subscale scored low with scores of .69 and .55, respectively. This weakness was initially noted by Heppner et al. (1994), who recommended further investigation. In a review of the CTI, Kirnan (2003) made a similar recommendation as did Drummond (2003), another reviewer of the CTI. Both Drummond and Kirnan reported overall adequate construct validity, reliability, and test–retest coefficients for the CTI.

Data Analysis

All data collected from the CTI were analyzed using Statistical Program for the Social Sciences (SPSS) version 16.0. Descriptive statistics were used to address the first research question regarding use of psychological resources. The statistics used for questions two through five were chosen based on the variables which are continuous in nature. To examine the second research question regarding the relationship between age at promotion and use of psychological resources, five Pearson Product–Moment Correlations were conducted among age at promotion and the psychological resources of Readiness, Confidence, Personal Control, Support, and Independence. Research question three addressed the relationship between the number of promotions and use of psychological resources. Five Pearson Product–Moment Correlations were conducted to
examine that relationship. In order to examine question four, five linear regressions were conducted on the dependent variables Readiness, Confidence, Personal Control, Support, and Independence with age as the predictor. Five linear regressions were conducted to examine the independent variable of promotion and whether it predicted the use of psychological resources for all 10 regressions.

Hypotheses

It was expected that all employees participating in the study would report psychological resources as defined by the five scales of the CTI (Heppner, 1991). Both age and the number of promotions were expected to have an impact on the use of those resources. Previous research indicated older workers have fewer resources (Combre, 1993; Heppner et al., 1994) and promotion has an influence on perceptions about future promotions (Armstrong-Strassen, 2003; DeSouza, 2002). Therefore, the following hypotheses were proposed:

1. There will be a significant correlation between the age of the employee at the time of promotion and the use of psychological resources reported.

2. There will be a significant correlation between the number of promotions and the reported use of psychological resources.

3. Age of employees will predict the use of psychological resources.

4. Number of promotions will predict the use of psychological resources in promoted employees.
Limitations of the Study

This study intended to examine the way newly promoted hairstylists use psychological resources to cope with the transition of promoting to a new level. There were several limitations in this study.

One limitation involved the recruiting of research participants. There was a limited pool of candidates at any given time who were promoted within the selected salons at which this research was conducted. There was also a shortage of available participants due to having left employment or exceeding the timeframe before there was an opportunity to include them in the study. Several employees at the various salons were pending advancement but that did not occur during the data collection period. Gender of potential participants was a concern, as most salons in the study were predominantly female. This was not surprising as hair salons as a whole tend to be dominated by females unless they are barber shops or cater specifically to males (Encyclopedia of American Industries, 2006). The researcher intended to sample both males and females, but none of the small number of male participants who were employed at the time of the study had received a promotion within the timeframe of 6 months and was willing to participate. Although a small number of males were employed at the salons included in the study, they did not fit the criteria as potential participants. This resulted in an entirely female population.

In soliciting for salons that utilized a promotion system, none of them marketed specifically for certain ethnicities. The salons that focused on certain ethnic groups were contacted by the researcher but did not utilize a promotion system. However, there are a
smaller number of hairstylists of color. According to the U.S. Department of Labor (2006a), other ethnic groups defined as African American, Asian, and Hispanic/Latino accounted for approximately 29% of all hairstylists. Therefore, these facts had an impact on how representative the sample was on gender and ethnicity. This study used a convenience sample of participants who were recruited from one area of Michigan. Initially, one local salon was consulted for assistance in obtaining participants. The researcher was then given referrals to other salons. Results may not generalize beyond this particular sample. Another limitation is that the number of levels varied in each of the salons. They ranged from three levels to seven levels. This could have an impact on the results as the salons with a lower number of levels may represent less opportunity for promotion versus those with more levels.

The CTI also had limitations. The answer sheet of the instrument may have led to unintentional recording errors despite adjustments made with the author's permission to double space between the questions (M. J. Heppner, personal communication, September 7, 2006). The physical alignment of the Likert scale is difficult to follow on the answer sheet due to the rows not being aligned. For example, question one is aligned to the left side of the paper while question two is center aligned. Second, the abbreviations for the Likert scale are confusing in that SA is used twice to represent strongly agree and slightly agree. SD is used in a similar fashion for strongly disagree and slightly disagree. Last, there is no option for a neutral response, such as non-applicable, on the Likert scale. Thus, participants are forced to choose an answer that may not fit them. Regarding the content of the instrument, some of the questions on the CTI may not apply to each
participant’s particular situation. There is also conditional phrasing on some of the statements so that participants could end up agreeing on the first part of the question but not the second part (Drummond, 2003; Kirnan, 2003). The wording of the questions was not specific to promotion, causing confusion to the participants as to the relevancy of the questions. There were omissions on some of the answer sheets. The author of the CTI had given permission to change the instructions in the questions to reflect career transition as meaning promotion, but the questions themselves were not changed (M. J. Heppner, personal communication, November 14, 2007). These issues may have affected the results of the analyses.

Summary

This study used a quantitative methodology to examine how newly promoted hairstylists made use of psychological resources and whether age and the number of promotions had an impact. Participants were hairstylists eligible for promotion from the salons included in the study. Employees identified as having received a promotion within the prior 6 months were asked to participate. A description of the characteristics of the sample was provided. The instrument used in this study is the Career Transitions Inventory (CTI) (Heppner, 1991). It is designed to measure the psychological resources of individuals in a career transition. Specific psychological resources are identified within five scales of the CTI: Readiness, Confidence, Control, Support, and Independence. The CTI is deemed psychometrically sound with appropriate validity and reliability. The hypotheses examined the relationship of the variables age and number of promotions with
Readiness, Confidence, Personal Control, Support, and Independence. The hypotheses tested whether the variables predicted differences in the way psychological resources were utilized by newly promoted hair stylists. Limitations of the study were discussed.
CHAPTER IV

RESULTS

The purpose of this study was to examine how newly promoted hairstylists used their psychological resources. The two variables, age and the number of promotions, were compared with five psychological resources (Readiness, Confidence, Control, Support, and Independence) to see if there was a significant correlation and if either of the variables predicted the use of psychological resources. This chapter contains a presentation of the results of the statistical analyses and an evaluation of the hypotheses and research questions. The first section is a review of the statistics utilized in the study. The second section provides the results relevant to the research questions and hypotheses. A summary of the chapter is provided.

Data Analysis Using the Pearson $r$

Pearson product–moment $r$ was conducted to assess if any relationships existed between the variables in the study. Correlation is an appropriate statistical measure when the research purposes “are concerned primarily with finding out whether a relationship exists and with determining its magnitude and relationship” (Pagano, 2006, p. 117). Pearson $r$ correlation (product–moment correlation) is a bivariate measure of association (strength) of the relationship between two variables. “The slope of the least-squares linear regression line when the scores are plotted as $z$ scores . . . and measures the extent to
which paired scores occupy the same or opposite positions within their own distributions” (Pagano, 2006, pp. 119-120). Given that all variables were continuous (interval/ratio data) and the hypotheses sought to assess the relationships, or how the distribution of the \( z \) scores vary, Pearson \( r \) correlations is the appropriate bivariate statistic (Pagano, 2006).

Correlation coefficients, \( r \), vary from 0 (no relationship) to 1 (perfect linear relationship) or \(-1\) (perfect negative linear relationship). Positive coefficients indicate a direct relationship where as one variable increases, the other variable also increases. Negative correlations coefficients indicate an indirect relationship where as one variable increases, the other variable decreases. In order to determine whether the correlation coefficient indicates a meaningful relationship between Age or the number of Promotions and the promoted employees’ use of psychological resources, Cohen’s work was referenced. Cohen (1988) presented guidelines to interpret correlation coefficients in which .10 indicates a small effect, .30 indicates a medium effect, and .50 a large effect. While Cohen’s standard is frequently used to determine the strength of a correlation, it is noted that it is strictly a guideline and that the correlation is influenced by the size of the sample of interest. Myers and Well (2003) assert that unless the sample size is large, the correlation may be different than the population from which it is selected.

Data Analysis Using Multiple Regression

A multiple regression was conducted to assess the relationship and predictability of the dichotomous/continuous independent variables on continuous dependent variables. A multiple regression is an appropriate analysis when the goal of research is to assess the
extent of a relationship among a set of dichotomous or interval/ratio predictor variables on an interval/ratio criterion variable. The following regression equation was used: \( y = b_i * x + c \); where \( y \) = estimated dependent, \( c \) = constant, \( b \) = regression coefficients, and \( x \) = independent variables (Tabachnick & Fidell, 2005).

The \( F \) factor was used to assess whether Age and the number of Promotions predicted the use of the psychological resources identified in this study (Readiness, Confidence, Control, Support, and Independence). \( R^2 \) was reported and used to determine how much variance in the dependent variable can be accounted for by the independent variable. The \( t \) test was used to determine the significance of the predictor, and beta coefficients were used to determine the extent of prediction of the independent variable. For a significant predictor the dependent variable will increase or decrease by the value of the unstandardized beta coefficient.

Findings

Research Question 1

The question of what psychological resources (Readiness, Confidence, Control, Support, and Independence) are used by newly promoted employees during a career transition was addressed with the use of frequency and percent of the scores on the five scales. The guide to the CTI provides descriptions of the scores which are divided into categories of low, medium, and high based on the psychological resources and barriers that are perceived by the participant (Appendix D). High scores indicate more
psychological resources, while low scores describe more barriers. This information is presented in Table 3.

Table 3

*Frequency and Percent of Scores for the Five Scales of the CTI*

<table>
<thead>
<tr>
<th>Scale</th>
<th>Score</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readiness</td>
<td>Low</td>
<td>31</td>
<td>96.9</td>
</tr>
<tr>
<td></td>
<td>Medium</td>
<td>1</td>
<td>3.1</td>
</tr>
<tr>
<td></td>
<td>High</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Confidence</td>
<td>Low</td>
<td>2</td>
<td>6.3</td>
</tr>
<tr>
<td></td>
<td>Medium</td>
<td>10</td>
<td>31.3</td>
</tr>
<tr>
<td></td>
<td>High</td>
<td>20</td>
<td>62.5</td>
</tr>
<tr>
<td>Control</td>
<td>Low</td>
<td>6</td>
<td>18.8</td>
</tr>
<tr>
<td></td>
<td>Medium</td>
<td>12</td>
<td>37.5</td>
</tr>
<tr>
<td></td>
<td>High</td>
<td>14</td>
<td>43.7</td>
</tr>
<tr>
<td>Support</td>
<td>Low</td>
<td>31</td>
<td>96.9</td>
</tr>
<tr>
<td></td>
<td>Medium</td>
<td>1</td>
<td>3.1</td>
</tr>
<tr>
<td></td>
<td>High</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Independence</td>
<td>Low</td>
<td>7</td>
<td>21.9</td>
</tr>
<tr>
<td></td>
<td>Medium</td>
<td>10</td>
<td>31.2</td>
</tr>
<tr>
<td></td>
<td>High</td>
<td>15</td>
<td>46.9</td>
</tr>
</tbody>
</table>

*Readiness.* A majority of the participants, 31 (96.9%), indicated low readiness with 1 participant (3.1%) denoting medium readiness. None of the participants scored high on this scale. Low readiness is characterized by barriers to motivation that could include outside life events and feelings of self doubt about making a successful career transition. Medium readiness indicates some ambivalence about making a career change. High readiness indicates motivation and few barriers to the transition process.
**Confidence.** Over half of the participants, 20 (62.5%), identified themselves as high in this area, while 10 (31.3%) scored as medium, and 2 participants (6.2%) had low scores. High scores in confidence are individuals who perceive little to no barriers to making a successful career transition. Medium scorers have confidence in their abilities but experience some areas of difficulty. Participants with low scores question their abilities to make a successful transition.

**Control.** Most of the participants scored high (14 or 43.7%) or medium (12 or 37.5%), while 6 participants (18.8%) identified as low scorers. High scorers see themselves as fully in control of their career transition and are not affected by external factors. Persons with medium scores view themselves as having some control over the process. Individuals with low scores view outside sources as controlling the outcome of their career transition.

**Support.** A majority of participants, 31 (96.9%), scored low in this area, while 1 participant (3.1%) had a medium score. None of the participants had high scores (0.0%). Medium scorers feel some support but would like more to assist them with their transition process, while those with low scores feel a lack of support, making the transition process potentially more difficult. High scorers feel supported by others in making the transition.

**Independence.** For this resource, 15 (46.9%) scored high, 10 (31.2%) had medium scores, while 7 (21.9%) had low scores. Individuals with high scores in this area tend to make career decisions without consulting significant others. There is some concern by
medium scorers towards the effect their decision has on others close to them. Individuals with low scores include those closest to them on their career decisions.

*Research Question 2*

The second research question asked what, if any, relationship exists between age at promotion and the use of psychological resources. To test hypothesis 1, that there will be a significant correlation between the age of the employee at the time of promotion and the reported use of psychological resources, five Pearson correlations were conducted.

The Pearson correlation testing the relationship between Age at Promotion and Readiness was not significant, $r = -0.26, p > 0.05$, indicating no significant relationship exists between Age at Promotion and Readiness. The Pearson correlation testing the relationship between Age at Promotion and Confidence was significant, $r = -0.36, p = 0.05$, indicating a significant relationship exists between Age at Promotion and Confidence. The direction of the correlation coefficient is negative, indicating that as Age at Promotion increases, Confidence decreases. The Pearson correlation testing the relationship between Age at Promotion and Control was not significant, $r = 0.10, p > 0.05$, indicating no significant relationship exists between Age at Promotion and Control. The Pearson correlation testing the relationship between Age at Promotion and Support was not significant, $r = -0.21, p > 0.05$, indicating no significant relationship exists between Age at Promotion and Support. The Pearson correlation testing the relationship between Age at Promotion and Independence was not significant, $r = -0.14, p > 0.05$, indicating no significant relationship exists between Age at Promotion and Independence.
The hypothesis for this question was supported for one of the psychological resources. A significant negative correlation was found between Age and Confidence. The hypothesis was not supported for the other resources of Readiness, Control, Support, and Independence. The results are summarized in Table 4.

Table 4

*Correlations Between CTI Scales and Age at Promotion*

<table>
<thead>
<tr>
<th>CTI Scale</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Readiness</td>
<td>-0.26</td>
<td>0.15</td>
<td>1.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Confidence</td>
<td>-0.36*</td>
<td>0.05</td>
<td>0.35</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>3. Control</td>
<td>-0.10</td>
<td>0.59</td>
<td>0.31</td>
<td>0.28</td>
<td>1.00</td>
</tr>
<tr>
<td>4. Support</td>
<td>-0.21</td>
<td>0.21</td>
<td>0.19</td>
<td>0.60</td>
<td>0.28</td>
</tr>
<tr>
<td>5. Independence</td>
<td>-0.14</td>
<td>0.46</td>
<td>0.57</td>
<td>0.31</td>
<td>-0.21</td>
</tr>
</tbody>
</table>

*^p = 0.05.

Research Question 3

The third research question asked what, if any, relationship exists between the number of promotions and the use of psychological resources. To test hypothesis 2, that there will be a significant correlation between the number of promotions and the reported use of psychological resources, five Pearson correlations were conducted.

The Pearson correlation testing the relationship between the number of Promotions and Readiness was not significant, $r = -0.03, p > 0.05$, indicating no significant relationship exists between the number of Promotions and Readiness. The
Pearson correlation testing the relationship between the number of Promotions and Confidence was not significant, $r = 0.04, p > 0.05$, indicating no significant relationship exists. The Pearson correlation testing the relationship between the number of Promotions and Control was not significant, $r = 0.07, p > 0.05$, indicating no significant relationship exists. The Pearson correlation testing the relationship between the number of Promotions and Support was significant, $r = 0.42, p = 0.01$, indicating a significant relationship exists between the number of Promotions and Support. The direction of the correlation coefficient is positive, indicating that as the number of Promotions increase, Support also increases. The Pearson correlation testing the relationship between the number of Promotions and Independence was not significant, $r = 0.09, p > 0.05$, indicating no significant relationship exists. The hypothesis for this question was accepted for the psychological resource of Support as a significant correlation was found with the number of Promotions. The hypothesis was rejected for the other resources of Readiness, Confidence, Control, and Independence. The results are presented in Table 5.

Research Question 4

The fourth research question asked does Age predict the use of psychological resources. To test hypothesis 3, that the age of employees will predict the use of psychological resources, five linear regressions were conducted.

The first linear regression with Age of the employee predicting Readiness was not significant, $F = 2.51, p > 0.05$, and accounted for 8% of the variance in Readiness. The next regression with Age of the employee predicting Confidence was significant,
Table 5

*Correlations Between CTI Scales and Number of Promotions*

<table>
<thead>
<tr>
<th>CTI Scale</th>
<th>r</th>
<th>p</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Readiness</td>
<td>-0.03</td>
<td>0.86</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Confidence</td>
<td>0.04</td>
<td>0.98</td>
<td>0.35</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Control</td>
<td>0.07</td>
<td>0.70</td>
<td>0.31</td>
<td>0.28</td>
<td>1.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Support</td>
<td>0.42*</td>
<td>0.01</td>
<td>0.19</td>
<td>0.60</td>
<td>0.28</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>5. Independence</td>
<td>0.09</td>
<td>0.62</td>
<td>0.57</td>
<td>0.31</td>
<td>-0.21</td>
<td>0.14</td>
<td>1.00</td>
</tr>
</tbody>
</table>

* p = 0.01.

\( F = 4.86, p < 0.05, \) and accounted for 14% of the variance in Confidence. This indicated that for every one year increase in Age of the employee, there is a decrease in Confidence of 0.28. The third regression with Age of the employee predicting Control was not significant, \( F = 0.21, p > 0.05, \) and accounted for 0% of the variance in Control. The fourth regression with Age of the employee predicting Support was not significant, \( F = 1.60, p > 0.05, \) and accounted for 5% of the variance in Support. The last regression with Age of the employee predicting Independence was not significant, \( F = 0.56, p > 0.05, \) and accounted for 2% of the variance in Independence. The hypothesis for this question was supported for the psychological resource of Confidence as a significant finding was made with Age predicting Confidence. The hypothesis was not supported for the use of the other resources, Readiness, Control, Support, and Independence. The results of the five linear regressions and beta coefficients are presented in Table 6.
### Table 6

**Linear Regressions With Age Predicting the Use of Psychological Resources**

<table>
<thead>
<tr>
<th>CTI Scales</th>
<th>B</th>
<th>β</th>
<th>t value</th>
<th>p</th>
<th>R²</th>
<th>F</th>
<th>df</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readiness</td>
<td>-0.28</td>
<td>-0.28</td>
<td>-1.58</td>
<td>0.12</td>
<td>0.07</td>
<td>2.51</td>
<td>1,30</td>
</tr>
<tr>
<td>Confidence</td>
<td>-0.28</td>
<td>-0.37*</td>
<td>-2.21</td>
<td>0.04</td>
<td>0.14</td>
<td>4.86</td>
<td>1,30</td>
</tr>
<tr>
<td>Control</td>
<td>0.06</td>
<td>0.08</td>
<td>0.46</td>
<td>0.65</td>
<td>0.00</td>
<td>0.21</td>
<td>1,30</td>
</tr>
<tr>
<td>Support</td>
<td>-0.06</td>
<td>-0.22</td>
<td>-1.26</td>
<td>0.22</td>
<td>0.05</td>
<td>1.60</td>
<td>1,30</td>
</tr>
<tr>
<td>Independence</td>
<td>-0.08</td>
<td>-0.14</td>
<td>-0.75</td>
<td>0.46</td>
<td>0.02</td>
<td>0.56</td>
<td>1,30</td>
</tr>
</tbody>
</table>

* *p < 0.05.

**Research Question 5**

The fifth research question asked if the number of promotions predict how employees use their psychological resources. To test hypothesis 4, that the number of promotion will predict the use of psychological resources in promoted employees, five linear regressions were conducted.

The first linear regression with the number of Promotions predicting Readiness was not significant, $F = 0.03, p > 0.05$, and accounted for 0% of the variance in Readiness. The next regression with the number of Promotions predicting Confidence was not significant, $F = 0.00, p > 0.05$, and accounted for 0% of the variance in Confidence. The third regression with the number of Promotions predicting Control was not significant, $F = 0.16, p > 0.05$, and accounted for 1% of the variance in Control. The fourth regression with the number of Promotions predicting Support was significant, $F = 6.56, p < 0.05$, and accounted for 18% of the variance in Support. This indicated that
for every increase in the number of Promotions, there was an increase in Support of 0.51.

The last regression with the number of Promotions predicting Independence was not significant, $F = 0.25, p > 0.05$, and accounted for 1% of the variance in Independence.

The hypothesis for this question was accepted for the psychological resource of Support as a significant result was found with Promotion predicting Support. The hypothesis was rejected for the other resources of Readiness, Confidence, Control, and Independence.

The results of the five linear regressions and beta coefficients are presented in Table 7.

Table 7

*Linear Regressions With Promotion Predicting the Use of Psychological Resources*

<table>
<thead>
<tr>
<th>CTI Scales</th>
<th>$B$</th>
<th>$\beta$</th>
<th>$t$ value</th>
<th>$p$</th>
<th>$R^2$</th>
<th>$F$</th>
<th>$df$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readiness</td>
<td>0.15</td>
<td>-0.03</td>
<td>-0.18</td>
<td>0.86</td>
<td>0.00</td>
<td>0.03</td>
<td>1,30</td>
</tr>
<tr>
<td>Confidence</td>
<td>0.13</td>
<td>0.00</td>
<td>0.02</td>
<td>0.98</td>
<td>0.00</td>
<td>0.00</td>
<td>1,30</td>
</tr>
<tr>
<td>Control</td>
<td>0.24</td>
<td>0.07</td>
<td>0.39</td>
<td>0.70</td>
<td>0.01</td>
<td>0.16</td>
<td>1,30</td>
</tr>
<tr>
<td>Support</td>
<td>0.51</td>
<td>0.42*</td>
<td>2.56</td>
<td>0.02</td>
<td>0.18</td>
<td>6.56</td>
<td>1,30</td>
</tr>
<tr>
<td>Independence</td>
<td>0.22</td>
<td>0.09</td>
<td>0.50</td>
<td>0.25</td>
<td>0.01</td>
<td>0.62</td>
<td>1,30</td>
</tr>
</tbody>
</table>

* $p < 0.05$.

Summary of Results

Descriptive statistics were used to answer the first research question, which asked what psychological resources are used by newly promoted employees. The majority of participants scored low in Readiness and Support, indicating more perceived psychological barriers to making a successful career transition. Over half of the
participants scored either medium or high in Confidence, Control, and Independence, indicating few concerns about making a successful transition.

A statistically significant result was found for two of the psychological resources examined in the study. The hypothesis for research question 2 was supported for the psychological resource of Confidence. A relationship was found between Confidence and Age of the employee. As Age increased, Confidence decreased. The hypothesis was not supported for the other psychological resources of Readiness, Control, Support, and Independence. The hypothesis for research question 3 was accepted for the psychological resource of Support. A statistically significant finding was made for Support and the number of Promotions. There was an elevation in Support as the number of Promotions increased. However, the hypothesis for the other psychological resources of Readiness, Confidence, Control, and Independence was rejected.

The variables of Age and Promotion were also found to predict the use of one of the psychological resources. The hypothesis for research question 4 was supported for the psychological resource of Confidence. Age of the employee did predict Confidence. For every one year increase in Age, there was a decrease in Confidence. The hypothesis was not supported for the other psychological resources of Readiness, Control, Support, and Independence. The hypothesis for research question 5 was accepted as the number of Promotions predicted Support. For each increase in the number of Promotions, there was an increase in Support. The other psychological resources of Readiness, Confidence, Control, and Independence did not support the hypothesis. These results will be discussed in more detail in the next chapter.
Summary of Chapter

The procedure for analyzing the data was discussed and included an explanation of the statistics utilized and the rationale for use. The results of the study were provided. This included a description of each research question and hypothesis and a detailed account of the results of the analysis for each. Tables of the statistical findings were also included. Chapter V will present a summary of the research study as well as a detailed discussion of the results of the analyses. Recommendations for future study are also discussed.
CHAPTER V

SUMMARY, DISCUSSION, AND RECOMMENDATIONS

This chapter will summarize the research study and discuss the findings. Recommendations for future research are proposed followed by a summary of the information contained in this chapter.

Summary

This study measured how newly promoted hairstylists use their psychological resources to cope with a transition. The study has added to the body of knowledge about career transition and the experiences of newly promoted employees in the service worker arena. The variables of Age and Promotion were compared to five psychological resources measured from the Career Transitions Inventory (CTI). Those resources included Readiness, Confidence, Control, Support, and Independence.

Participants in the study were hairstylists who were predominantly Caucasian females between the ages of 19 and 51. They had received a promotion within the 6 months prior to participation in the study. Participants completed the CTI and additional demographic questions. Descriptive statistics were used to identify how the psychological resources were used by the promoted employees. For the Readiness and Support scales of the CTI, the majority of the participants scored low. Most participants scored medium to high on the Confidence, Control, and Independence scales.
The researcher used Pearson product-moment correlations to test for relationships between the age of the employee at the time of promotion and the reported use of psychological resources reported. The results indicated a statistically significant relationship between Age and the psychological resource of Confidence. There was no significant relationship between Age and the other psychological resources of Readiness, Control, Support, and Independence. Another correlational analysis was conducted on the number of Promotions and the use of psychological resources. A significant relationship was found between the number of Promotions and the psychological resource of Support. There were no significant relationships found with the other psychological resources of Readiness, Confidence, Control, and Independence.

The researcher used linear regression to analyze whether the age of the employee predicted the use of psychological resources. There was a statistically significant finding that Age in fact predicted Confidence of promoted employees. Age was not a predictive factor for the other psychological resources. Another linear regression was conducted to see if the number of Promotions predicted the use of psychological resources. There was a statistically significant finding on the Support scale. However, no statistically significant relationships were found between the number of Promotions and the other psychological resources.

Discussion of the Findings

This section discusses the findings of this study in three parts. The first part addresses the demographic and descriptive data regarding the first research question. The
analyses of the other four research questions will then be discussed in detail. The third part of this section discusses the theoretical framework of the transitional process with the results of this study.

*Descriptive Data*

There were a total of 32 participants from 14 different salons included in the study. Demographic questions included age, ethnicity, education, years with the company, current job level, and date of promotion. Nearly the entire sample was Caucasian and female. The age of the participants ranged from 19 to 51 with a mean of 26.72 years. The stylists were primarily high school graduates with some having completion of college credit. The researcher did not include a category of trade school as an option, but it is suspected that some of the participants utilized the category of some college credit to include completion of cosmetology school. The number of years with the salon or company ranged from 9 months to 15 years with a mean of 4.27 years.

The number of promotions was based on the hairstylist’s change in level at their salon. Almost half of the participants had achieved only one promotion and of that number, half had been promoted within a month of the study participation. Given the average age of the participants was 26, most stylists appeared to be younger and relatively new to the profession. According to Siegel (1993), employees are not considered to be older until they are 55, but they could be considered older at age 45.

What psychological resources were used by the participants was indicated by the scores of the five scales of the CTI. Three categories of low, medium, and high were
defined in the CTI scoring guide. The higher the score, the greater the amount of psychological resources reported. On the Readiness and Support scales, the majority of the participants scored in the low category. Those participants experienced more self doubt, lack of motivation, and support to make a successful career transition. On the Confidence, Control, and Independence scales, most of the participants scored medium or high. Those participants experienced fewer barriers and did not hesitate to make the decision to promote. They believed in their abilities and felt more in control of the transitional process.

**Statistical Findings**

This study found a relationship between Age and Confidence. As the age of the employees increased, their confidence about making a successful transition decreased. However, it is interesting to note how soon this decrease in confidence takes place. The age range of the participants was between 19 and 51. Past research defines an older worker as falling somewhere in the range of 45 to 55. As the median age of the sample in this study was 26, it appears the majority of the sample was well below the cut-off point to be considered an older worker. So the loss of confidence appears to have happened much earlier for the participants of this study. One possible explanation for this earlier drop in confidence is the nature of the environment. The cosmetology industry is geared towards appearance. Older workers could be viewed more negatively by customers, particularly if they have not kept up-to-date on styling trends. How soon stylists appear to get older may be more dependent on their appearance than chronological age.
There is a clear pattern in the literature on promotion and age. The research indicates overall that as employees age, they are perceived as less promotable and receive fewer promotions (Adams, 2002; Combre, 1993; Goldberg et al., 2004; Heppner et al., 1994; Siegel, 1993; Shore et al., 2003). According to Goldberg et al., age was shown to negatively impact promotions for older workers as they received fewer promotions than younger workers. Similar results were found by Shore et al., who noted a more negative perception of older employees by their supervisors. Siegel also found supervisors tended to view older workers as less promotable. It would seem reasonable this would also have an impact on the confidence of older workers. Age plays a significant role in the way promotions are awarded and the resulting impact that has on the individual's coping skills. Heppner et al. found workers perceived fewer psychological resources than younger employees. The mean age of her sample was 36.4, with a range of ages of participants in their 20s to 60s.

In this study, there were significant findings for the number of promotions and Support. Employees with more promotions in the past reported a greater amount of support from others. In the present study, a significant result was found that participants who achieved more promotions had an increase in support from others. This was consistent with a previous study by Combre (1993), which showed support as positively impacting an employee's coping skills. There are limited studies on promotion and the use of psychological resources. Armstrong-Strassen (2003) examined the coping resources of those who received a promotion and found an increase in the expectation of future career successes. Since the promotions in the present study took place within the
same salon or company (in the case of the corporate salons), more promoted employees may have perceived greater support from their manager who had awarded the promotions. In addition, since building a customer base is one of the requirements for promotion, employees with more promotions may perceive greater support from customers.

The majority of the participants were with their salons a relatively short amount of time, with a mean of 4.27 years. However, the employees who received more promotions can be assumed to be more established employees rather than novices and new to the organization. This may have affected their transitional process by shortening it due to experiencing the same transitional process in the past. As previously mentioned, it takes time to learn a new job role. According to Burke and McKeen (1994), the most learning and action takes place in the first 3 to 6 months. However, it is conceivable that an individual who has already been through the process before could move through it faster due to previous knowledge. Prior experience with promotion could be a contributor to a perception of fewer barriers by those employees. The results of this study also contrast with previous studies as it can be assumed from past literature that employees with more promotions have more tenure with a company and are older. However, in this study, the mean number of years hairstylists were with a salon was relatively short, and the mean age of the participants was quite a distance from the age that would have placed them in a category of an older worker. This leads to a conclusion that in this industry more promotions do not necessarily indicate an older worker.
Schlossberg et al. (1995) define a transition as "any event or non-event that results in changed relationships, routines, assumptions, and roles" (p. 20). The transitional process of promoted employees involves the use of psychological resources. This involves an interaction between the coping responses of the individual, the environment, and the context of the transition (Brammer, 1991; Goodman et al., 2006; Schlossberg, 1984; Schlossberg et al., 1995). This study examined the coping responses of promoted employees using the five constructs of the CTI to measure psychological resources. The environment in this research refers to the work environment of the employee. The context is an anticipated life event of promotion from the perspective of the newly promoted employee within a hair salon.

The results of this study indicated that promotion can be challenging for older workers who appear to experience barriers to their confidence. These findings are in agreement with a previous study by Heppner et al. (1994) that showed older workers having fewer psychological resources, making a career transition potentially more difficult. In this study, employees with more promotions perceived greater support from others, potentially making the transition more successful. As previously mentioned, this could also be a function of more familiarity with the transitional process.

The insight gleaned from this research provides useful information that adds to the body of knowledge on career transition and the personal experiences of promoted employees. Specifically, it adds to the understanding of how promoted employees utilize psychological resources to cope with transition. The use of the CTI in this study provided
new normative data on participants who experienced a career transition that resulted from a positive event. This study also makes a significant contribution to the research on hairstylists since the previous studies have focused exclusively on customer relations rather than on the stylists themselves.

The results are also useful to managers and owners of hair salons. Older workers, however they are defined, appear to experience less confidence to make a successful transition. Managers could provide additional support to those employees to increase confidence. This could take the form of additional training on current trends in the industry and coaching to highlight the strengths those stylists bring to the salon. Additionally, hairstylists who are newly promoted for the first time could benefit from more attention and mentoring by experienced coworkers (who may be older) and managers of their salons to increase their level of support. The results of this study inform the practice of counselor education and career counseling by increasing the awareness of psychological factors that impact an individual making a career transition.

Recommendations

In this section, the researcher makes recommendations for further study of the psychological resources of promoted employees. These recommendations are intended to extend the limited research done on promotion and psychological resources within the cosmetology industry.

One recommendation that needs to be considered when conducting future studies of promotion and the use of psychological resources is the inclusion of males and
hairstylists from other ethnic groups. Although it may be challenging given the female domination of the cosmetology industry, it is not impossible and would lend richness to the results. The inclusion of salons with a higher number of levels or that have similar numbers of levels would increase the chances of including participants with varying levels of experience. Additionally, including a larger number of participants could provide a wider distribution of ages. All of the above could yield additional information about the way psychological resources are utilized, particularly given the results of this study which indicate workers with less promotional experience are at a disadvantage.

Other future considerations for replication of this study or future research regarding promoted employees include development of a different instrument specific to promotion or a modification of the CTI. The development of an instrument specific to the use of coping responses and promotion would be useful to this kind of research as well as potentially applicable to other populations beyond cosmetology. The CTI was normed on populations that experienced negative career transitions such as lay off, job loss, and dissatisfaction with current employment. The validation of the scales could benefit from more studies of positive career transition. Modification of the CTI would need to include changing the term career transition to promotion in the questions. For example, question 31 on the CTI questionnaire states, "I am feeling challenged by this career transition process and this knowledge keeps me motivated." Changing the wording could assist participants with comprehension and make the instrument more meaningful to the study of promotion. The answer sheet could also be modified to eliminate some of the
confusion that can lead to omitted or possible incorrect answers. These recommendations include a left-hand alignment of all questions to increase ease of use.

Another area of study is targeting promotion, age, and confidence. At what age in an employee's work life does confidence decrease? What factors lead to a decrease? Is the definition of what is considered an older worker dependent on the type of industry where an individual works? Future research could also include a comparison study of workers who receive a first promotion with those who receive more promotions to find out if the transitional process is different. Last, other populations of newly promoted employees within the service industry, such as food service or hotels, should be considered, as this is a largely untapped area of study.

Conclusions

The present research measured the use of psychological resources of newly promoted hairstylists from 14 different salons in the Midwest. Data were collected from 32 participants. Descriptive statistics were used to measure the five psychological resources of the CTI (Readiness, Confidence, Control, Support, and Independence). The participants were all female and mostly Caucasian, despite efforts to include males and more ethnic groups. Most of the stylists had a high school diploma, with some having college credits. The average tenure with the salon was 4 years. The majority of the participants were new to the profession based on age and having received only one promotion. The psychological resources used by the participants were indicated by the scores on the CTI scales. On the Confidence, Control, and Independence scales, most
participants scored medium or high. This indicated greater psychological resources
towards making a successful career transition. On the Readiness and Support scales, the
majority of the participants scored low and perceived more barriers in their transition.

Correlational analysis and linear regressions were conducted with the two
variables of Age and the number of Promotions to the five psychological resources of the
CTI. Results of the correlational analysis indicated a statistically significant negative
correlation for Age and the psychological resource of Confidence. As age of the employee
increased, there was a decrease in confidence. A significant positive correlation was also
found between the number of Promotions and Support. The more prior promotions an
employee received, the greater the amount of support from others. There were no
statistically significant findings for the other psychological resources of Readiness,
Control, and Independence. Linear regressions were conducted to see if either Age or
Promotion predicted the use of psychological resources. Age was shown to predict
Confidence, which decreased as Age increased. Also, the number of Promotions
predicted Support. As the number of Promotions increased, so too did the Support
experienced by the promoted employee. There were no statistically significant findings
for the other psychological resources of Readiness, Control, and Independence.

The above findings partially support prior research on promotion and age. Older
workers have fewer psychological resources. The previous research also found younger
workers perceived more psychological resources. This was true with the exception of
Support. There are few studies on the number of promotions and the use of psychological
resources. There are studies about promotion and coping skills versus the use of
psychological resources. The results of this study add to the body of knowledge on the personal experiences of promoted employees, particularly within the cosmetology industry. Research on hairstylists is limited. This study added to the literature on career transition by providing more information about the way promoted employees use their psychological resources. This further operationalized the construct of psychological resources. Career counselors benefit from an increased understanding of individuals who are experiencing a successful transition versus those who experience negative events. Therefore, the results of this study made a meaningful contribution.

Recommendations for further study are a replication study that includes the addition of more participants, the inclusion of males, ethnic groups, and salons with more levels in their promotion systems to increase representativeness of the sample. Another recommendation was the development of an instrument specific to promotion or modification of the CTI. Future research could also focus on age, promotion, and confidence. Specifically, where does confidence begin to decrease as a worker ages? The results of this study showed a decrease in confidence well before the definition of an older worker in the literature. A comparison study of workers who are newly promoted the first time with those who have received more promotions could yield additional information about the transitional process. Last, given the limited amount of research in the cosmetology and service industry as well as studies on the use of psychological resources and promotion, a continued focus in this area would appear to be warranted.
REFERENCES


Majors, Y. J. (2004). "I wasn’t scared of them, they were scared of me": Constructions of self/other in a Midwestern hair salon. Anthropology and Educational Quarterly, 35(2), 167-188.


Appendix A

Human Subjects Institutional Review Board
Letter of Approval
This letter will serve as confirmation that your research project entitled "Effects of Age and Previous Promotion in the Use of Psychological Resources of Promoted Employees" has been approved under the exempt category of review by the Human Subjects Institutional Review Board. The conditions and duration of this approval are specified in the Policies of Western Michigan University. You may now begin to implement the research as described in the application.

Please note that you may only conduct this research exactly in the form it was approved. You must seek specific board approval for any changes in this project. You must also seek reapproval if the project extends beyond the termination date noted below. In addition if there are any unanticipated adverse reactions or unanticipated events associated with the conduct of this research, you should immediately suspend the project and contact the Chair of the HSIRB for consultation.

The Board wishes you success in the pursuit of your research goals.

Approval Termination: April 29, 2009
Appendix B

Client Recruitment Script
Client Recruitment Script

Hello. My name is Janet Thorne-Chan. I am a doctoral student at Western Michigan University (WMU). I would like to invite you to participate in my dissertation research on your perceptions of job promotion. This research will assist in the completion of my Ph.D in Counselor Education at WMU. I would appreciate your willingness to consider being a part of my project.

I will be using the information from many promoted employees to increase my understanding of the promotional experience. If you choose to be part of the study, you will be asked to complete a brief questionnaire of 40 questions about your transition to a new job level. Your involvement will take place outside of working hours at a location of your choice and last for approximately 20 minutes.

Your identity as a participant will be confidential; your name will not appear anywhere in the dissertation. Your name will be kept on a list and I will be the only individual with access to that list. Only a summary of my findings will be included in my dissertation, no specific information about you or any individual will be a part of the discussion. A final copy of the dissertation will be made available to both Western Michigan University and your employer.

A consent form required by the Human Subjects Institutional Review Board (HSIRB) of Western Michigan University will provide additional information about the study. The return of the completed questionnaire indicates your consent. You have the option of receiving a gift card for your participation. Please let me know if you are interested in participating and if you have any questions or concerns. Thank you.
Appendix C

Consent Form
You are invited to participate in a research project entitled “Effects of Age and Previous Promotion in the Use of Psychological Resources of Promoted Employees.” This research is intended to study how promoted employees perceive the transition of job promotion. This project is a doctoral dissertation conducted by Ms. Janet Thorne-Chan under the supervision of Dr. Suzanne Hedstrom.

The study is comprised of a questionnaire and demographics and will typically take 20 minutes to complete. Your replies will be completely anonymous, so do not put your name anywhere on the form. You may choose to not answer any question and simply leave it blank. If you choose to not participate in this study, you may return the blank survey in the attached envelope. Returning the survey indicates your consent for use of the answers you supply. Completion of the questionnaire and demographics will take place during non-work hours at a location of your choice. Additionally, you will have the opportunity to contact the researcher with comments and feedback beyond the interview if you wish to do so.

All of the information collected from you is confidential. This means that your name and any other identifying characteristics will not appear in the final written results. Only the combined scores of all the participants and summaries of the findings will be reported. The names of participants will be kept separately in a locked file by the researcher and will be destroyed at the conclusion of the research. All other forms will be retained in a locked cabinet in the principal investigator’s work office for at least a three year period following completion of the study. All forms and data will be destroyed after three years.

Although this is a research study and not a counseling relationship, as in all research there may be unforeseen risks to the participant. The researcher anticipates minimal risk involved with your participation other than the inconvenience of taking the time to participate in the study. However, in the unlikely event should you experience discomfort as a result of completing the CTI, the researcher will arrange a referral to a professional counselor or psychologist not associated with this study. You will be responsible for the cost of therapy if you choose to pursue it.

One way in which you may benefit from participating in this study is by having the opportunity to share your perceptions about promotion. Your contribution may lead to improvements in the way individual’s transition into a new role. In the
future, others who receive promotions in your company may benefit from the knowledge you contribute to this research since managers will have access to the results of the study.

You may refuse to participate or withdraw from this study at any time without penalty or prejudice. If you have any questions or concerns about this study you may contact either Dr. Suzanne Hedstrom at (616) 742-5069 or Janet Thorne-Chan at (616) 293-3534. You may also contact the Western Michigan University (WMU) Chair of the Human Subjects Institutional Review Board at (269) 387-8293, or the (WMU) Vice President for Research at (269) 387-8298 if questions or problems arise during the course of the study.

This consent document has been approved for use for one year by the WMU Human Subjects Institutional Review Board (HSIRB) as indicated by the stamped date and signature of the board chair in the upper right corner. Do not participate in this study if the stamped date is older than one year.
Appendix D

Career Transitions Inventory (CTI) and Permission Letter
CAREER TRANSITIONS INVENTORY

Mary J. Heppner, Ph.D.
University of Missouri-Columbia

Instructions

This instrument is designed to assess the resources and barriers you experience in making a career transition. On the next page is a list of 40 statements. Read each item, and then indicate to what extent, at this particular point in your life, you agree or disagree with that item. Do this by circling the appropriate number on the answer sheet. Make your responses in the following manner:

Circle a 1 on the answer sheet if you strongly agree (SA) with the statement.
Circle a 2 on the answer sheet if you moderately agree (MA) with the statement.
Circle a 3 on the answer sheet if you slightly agree (SA) with the statement.
Circle a 4 on the answer sheet if you slightly disagree (SD) with the statement.
Circle a 5 on the answer sheet if you moderately disagree (MD) with the statement.
Circle a 6 on the answer sheet if you strongly disagree (SD) with the statement.

Example

If you strongly agree with the following statement:

0. In making a career transition, I believe that if I do what I love, the money will follow.

You should circle a 1 on the answer sheet, as follows:

SA MA SA SD MD SD
0. 1 2 3 4 5 6

To begin, just turn the page.
Below is a list of 40 statements. Read each item, and then indicate to what extent, at this particular point in your life, you agree or disagree with that item. Do this by circling the appropriate number on the answer sheet. If you make a mistake or change your mind about an answer, cross out the incorrect answer and circle the new answer. Please note that career transition refers to promotion.

1. I believe I am ready to risk some of the security I now have in my current career in order to gain something better.

2. This career transition process may be too complex for me to work through.

3. I feel as though I have a driving force within me to work on this career transition right now.

4. I never have been able to go through a career transition very easily. I doubt I will this time.

5. If you think you are really calling the shots in your career transition, you are only fooling yourself.

6. People in my life are disappointed and resentful that my career transition affects their lives adversely.

7. Career choices affect others and I must take the needs of others into account when making a career transition.

8. Even though there are risks, I think there is a realistic hope of finding a better career choice.

9. The risk of changing careers seems serious to me.

10. My effort, creativity, and motivation will lead me to a new career.

11. Some would say that this career transition is a risky venture, but the risk doesn’t bother me.

12. I am hoping that the right career counselor will tell me what I should do with this career transition.

13. People whom I respect have said they think I can make this career transition successfully.

14. I am concerned about giving up the security of what I am presently doing to make a career transition.

15. The risks of this career transition are high but I am willing to take the chance.

16. I don’t feel that I have the talent to make a career transition that I will feel good about.

17. This isn’t one of those times in my life when I really feel propelled to make a career transition.

18. It seems natural with something as scary as a career transition; I would be preoccupied with worry about it.

19. The outcome of this career transition process is really up to those who control the “system”.

20. Significant people in my life are actively supporting me in this career transition.

21. While family and relationship needs are important to me, when it comes to this career transition, I feel I must focus on my own needs.
22. I don't feel much internal "push" to work hard at this career transition.
23. I am not one of those people who was brought up to believe I could be anything I wanted to be.
24. At this point in my life I really feel the need for more meaning in my work, that need keeps me moving at this process.
25. In dealing with aspects of this career transition, I am unsure whether I can handle it.
26. If my career transition is destined to happen it will happen.
27. The risks of career transition seem too great given my current resources and the potential pay-offs.
28. It is hard for me to juggle this career transition given the responsibilities I feel for people in my life.
29. Each day I do something on this career transition process, I would say I'm motivated.
30. I feel confident in my ability to do well in this career transition process.
31. I am feeling challenged by this career transition process and this knowledge keeps me motivated.
32. The magnitude of this career transition is impossible to deal with.
33. It would be awful if this career transition didn't work out.
34. Important people in my life (partner, teacher, parents) have said things that led me to believe I should limit my career options.
35. My family (partner or friends) are important to me but I can't put too much importance on their desires with regard to this career transition.
36. Even though the solution to this career transition is not readily apparent, I believe I will successfully work through it.
37. The number of unknowns involved in making a career transition bothers me.
38. Recent events in my life have given me the shove I needed for this career transition.
39. Luck and chance play a major role in this career transition process.
40. Even though this may not be the best time for other people in my life, I feel the need to go for it.
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A Guide to Understanding Your Career
Transitions Inventory (CTI) Results
(40 Item Version)

The Career Transitions Inventory (CTI) is designed to help you understand the internal barriers that may be blocking you from moving ahead with your career transition. There are five scales, each represents a different aspect of how you perceive yourself and your career transition process. By understanding more about the internal barriers you are facing, you may be able to develop strategies to overcome these barriers.

The descriptions of the five scales give you an indication of what a high, medium, or low score may mean in your situation. Look first at your scores on each scale and be sure they accurately reflect what you believe to be true about yourself at this time. If not, be sure to discuss it with your counselor. Remember, this is a guide to promote clarification and discussion of issues that surround making a transition; thus all scores can be seen as helping to clarify your situation.

**Readiness**

Your score: __________

This scale helps identify how willing you are at this time to actually do things you need to do to achieve your career goals.

**High Scores (66-78)** indicate that you see few barriers in the area of motivation. You are, in effect, saying, "I am powerfully motivated to go through this career planning process." You are more likely to proceed quickly and put in extra effort to achieve your goals. For many of us, sometimes this motivation comes from something outside of our control: divorce, lay-off from a job, the death of someone with whom you feel particularly close. For whatever the reason, your score indicates that you feel a strong sense of readiness to pursue your career transition.

**Medium Scores (57-65)** indicate that you are probably having mixed feelings about making a career transition. Part of you might be saying, "Yes, go ahead, make the change" while another part of you is saying, "No, it would be better to stay in your current situation." Sometimes you may feel unclear as to why you are not making more progress. Since the process of career transitions tend to take a strong level of motivation, it may be important for you to analyze what is serving to motivate you and what is serving to keep you from action.

**Low Scores (13-56)** indicate that you may be feeling that you have some barriers in the motivational area. This lack of motivation might relate to a number of factors in your life. Sometimes it is simply a matter of timing. You may feel that this is not the right time in your life to make a change. You may also feel that you lack good options or alternatives and thus lack the powerful, driving motivation that an attractive career goal can provide. Perhaps you feel that other issues in your life are a higher priority at this time. If you score low on this scale, try to analyze the issues in your life that are creating these feelings of ambivalence.

**Confidence**

Your score: __________

This scale refers to your belief in your ability to successfully perform career planning activities.

**High Scores (48-66)** indicate that you see few barriers related to your confidence. You are, in effect, saying, "I believe I have what it takes to make this career transition successfully." The stronger you are in your confidence rating the more likely you are to persevere with the career planning process when difficulties or obstacles occur.

**Medium Scores (39-47)** indicate that you have some confidence in your ability to make this career transition, but that confidence can waiver at times. It may be helpful for you to analyze the parts of this career transition that you feel confident about and those parts that really test your confidence. By becoming aware of these areas, you may be able to work specifically on the areas that seem most difficult to you.

**Low Scores (11-38)** indicate that you feel you have some barriers in the area of confidence. You may be feeling self doubt or a lack of belief in your ability to go through the career transition successfully. Perhaps you feel that you have done poorly in this process during past transitions and question your ability to do well. Whatever the reason you may be feeling low in self-confidence, we know that the most powerful way of changing these beliefs is by actually having successful experiences in the career transition process. In essence, you are proving to yourself that you can take small steps and succeed (e.g., taking this instrument, talking to a counselor, developing a resume).
Personal Control  

Your Score: 

This scale measures the extent to which you feel you have personal control over this career planning process rather than feeling that external forces will determine the outcome of your career transition.

**High Scores** (24-36) indicate that you see yourself as being in control of your career transition process. You see outside, environmental, luck and chance factors as having little effect on your career planning process. You view factors such as effort, interest, and personal energy to be the most important factors.

**Medium Scores** (19-23) indicate that you may feel that some aspects of the career transition process may be in your control while others are out of your control. It may be important to analyze which parts you feel you can control and which you feel are not within your control. It may be helpful to check out if others view these assessments as realistic. Finally, put energy into the things you do have control over.

**Low Scores** (6-18) indicate that you may be seeing barriers to your career planning process that come from external sources. A low score indicates you are likely to see something or someone outside of yourself as being in charge and controlling the outcome of your career transition process. You might be thinking that luck or chance control the outcome, or that the outcome will come from “those who control the system.” You are less likely to feel that you can have a powerful effect on your own career transition process. While some parts of the career transition process may be out of your control, a much greater portion is in your control. In order to do an effective job of career planning, you may benefit from taking as much control as possible.

Support  

Your Score: 

This scale relates to how much support you are feeling from people in your life as you contemplate a career transition.

**High Scores** (26-30) indicate that you are feeling a fair amount of support as you go through this career transition process. You may feel that people are providing you with various forms of support (emotional and tangible) which is making the process easier for you.

**Medium Scores** (22-25) indicate that you are feeling support, but perhaps not as much as you would like or feel you need as you think about going through the career transition process. It may be helpful to think about what support you are already receiving and what support you need and who can provide that support for you.

**Low Scores** (5-21) indicate that you are feeling barriers related to the level of social support from friends and family you are experiencing. Since career transitions can be difficult times for individuals, many people feel that having supportive people around them is very important. A low score on this scale is, in essence, saying that you don’t feel a strong level of the support you need in this process. You may also feel that this lack of support affects your own ability to maintain the motivation and risk-taking you will need to be successful in this process. It may be helpful to think about what support you need and who can provide that support for you.

Independence  

Your Score: 

This scale indicates the level at which you view a career choice as being an independent decision as opposed to a choice that is made as a part of a large relational context. This relational context may be family, friends, partners, or other “significant others” that may enter into your career planning process.

**High Scores** (20-30) indicate you are isolating your career decision as a decision that you are making independent from significant people in your life. This may be because you are presently living in an independent fashion or, even if you have significant people in your life, you are seeing this decision as one you will make independently. It may be important for you to examine this independence to determine if it may create negative consequences in the lives of people close to you.

**Medium Scores** (16-19) indicate you probably see your career decision as independent and interdependent. You may be feeling ambivalence about how much independence or interdependence you want to have in these decisions.

**Low Scores** (5-15) indicate you see your career decisions as very intertwined with relationships you have in your life. You think of the career choices in terms of how they will affect other people you are close to, and you may have concerns as to whether the change you are contemplating will be uncomfortable for them. It may be important for you to analyze how much this focus is hindering you from moving ahead with your career choices. Perhaps you could have discussions with those significant people regarding your career needs to ask for their help in working them out.
February 2, 2009

Dr. Mary Heppner
Career Center
201 SSC, University of Missouri
Columbia, MO. 65211-6060

Dear Dr. Mary Heppner,

I would like to request your permission to include the Career Transitions Inventory (CTI) in my dissertation. As you know from our prior correspondence, this instrument was an important part of my study. I wish to include a copy in the appendix with your written permission.

For your convenience, I am including a space for your signature on this page to indicate your permission for my use of the above mentioned material. By signing below, you give ProQuest Information and Learning (formerly University Microfilms) the right to supply copies of this material on demand as part of my doctoral dissertation. Please attach any other terms and conditions for the proposed use of this item below. If you no longer hold the copyright to this work, please indicate to whom I should direct my request on the bottom of this page and return it to me.

[Signature]
Name

[Date]
Date

Please return this letter in the self-addressed, stamped envelope provided. Thank you for your time and attention to this matter.

Sincerely,

Janet Thorne-Chan
Appendix E

Participant Demographics
Demographic Information

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<td>Date of last promotion (day, month, and year):</td>
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| 4. | Gender:   
|   | 1 = male   
|   | 2 = female |
| 5. | Race:   
|   | 1 = Caucasian   
|   | 2 = African-American   
|   | 3 = Asian   
|   | 4 = Hispanic   
|   | 5 = Native American |
|   | 6 = Other |
| 6. | Educational level:   
|   | 1 = high school   
|   | 2 = college credits less than a degree   
|   | 3 = associate’s degree   
|   | 4 = bachelor’s degree   
|   | 5 = graduate degree |
7. Current Job Level:  

1 = Level 2
2 = Level 3
3 = Level 4
4 = Level 5
5 = Level 6
6 = Level 7